

## What TV Tells You

<b>Grade Level</b>	Sixth
<b>Minimum Time Required</b>	30 Minutes
<b>Materials/Resources</b>	Television: News Stations
<b>Subject Area(s)</b>	Guidance

### Project Description:

1. This activity will help students become aware of sex-role stereotyping viewed on television. Through discussion and writing, students will be given the opportunity to voice their opinions about sex-role stereotyping.
2. These exercises should be assigned as homework over a one-week period.

Discussion questions might include:

- a) What activities are common to men?
  - b) What activities are common to women?
  - c) Does television encourage sex-role stereotyping?
  - d) What impact does television have on younger brothers and sisters?
  - e) How could television affect your life choices? How do you feel about that?
  - f) What specific commercials are particularly guilty of sex-role stereotyping?
3. Ask students to rewrite the commercials to their satisfaction. Students should also describe each character with an adjective or two. Examples could be: sexy, macho, dumb, violent, etc. What can they conclude?
  4. Have students choose a particular show or commercial that is guilty of sex-role stereotyping. Ask them to write a letter voicing objections to this practice, offering constructive suggestions. You might focus on the commercials directed toward young children and their toys. This gives the student a role as advocate for younger siblings.

<b>Career Development Standard</b>	Knowledge of different occupations and changing male/female roles.
<b>Career Development Indicator</b>	Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.
<b>Delivery Level</b>	Introductory
<b>Academic Standards</b>	
<b>Language Arts</b>	2.1.a Apply appropriate conventions of language in written work. 2.1.c Revise and edit written work using appropriate conventions of language. 2.2.b Determine and use the appropriate writing style based on the established purpose and intended audience.
<b>Employability/SCANS Skills</b>	Basic Skills, Thinking Skills
<b>Assessment/Rubric</b>	Students will be evaluated based on the format and content of their letters.

**Submitted by:** SD Comprehensive Guidance and Counseling Program Model